

Villanova Preparatory School

IB Language Policy

High School Language Philosophy

Villanova Preparatory School is committed to provide students from a variety of cultural, linguistic, and social backgrounds access to a rich college preparatory curriculum. The purpose of this policy is to provide a framework that will ensure that Villanova Preparatory School encourages students to recognize the importance of language learning and multilingualism in our world. We aim to incorporate an emphasis on language learning in all our school activities. We acknowledge that all teachers are language teachers, modeling effective communication skills, written and oral, within their specific discipline. Our students work to deepen their understanding of their native language and culture through the development of that language, and an understanding and appreciation of other cultures through multilingualism. We encourage our students to develop an awareness and appreciation of the value of language through second language and host language instruction. At Villanova Preparatory School, we are committed to promoting language as the central tool for sharing, acquiring and appreciating diverse cultures. Students are encouraged to express themselves confidently in their native language and in at least one additional language.

Language Profile

Approximately 70% of students at Villanova Preparatory School have English as their native language and live in homes where the primary language spoken is English. Approximately 18% of the Villanova student population speaks Mandarin as their first language. About 5% of students' families speak Spanish in the home and 5% of students' families speak other languages including French, Portuguese, Korean, Cantonese, Arabic, Pakistani, Japanese, Russian, Vietnamese, Turkish and Thai.

Language of Instruction/Host Country Language

English is the language used for classroom instruction and is the language common to all members of the Villanova Preparatory School community. Second language instruction at the accelerated and college levels generally uses that language for classroom instruction. Students at Villanova Preparatory School are required to complete four years of instruction in English grammar, literature, and composition including a research component. All students are also required to complete a two-semester course offered within the English Department that emphasizes speech, composition and research skills integrating technology. This course is typically completed during the 9th grade year, but exceptions are made for students who enter Villanova in grade 10. English language study and skills are reinforced across the disciplines through class discussions, essays, research projects, individual and group oral presentations, and personal reflections. The Modern Language Association (MLA) is the required documentation style in all courses. The goal is for all Villanova students to be confident in their

ability in the interrelated skills of listening, speaking, reading, writing and media literacy, and their ability to communicate in the spoken and written word.

English Language Learners

Villanova Preparatory School offers a structured immersion program for English language learners. Students for whom English is a second language are provided support through instruction offered during additional class time in the regular school day, an additional instructional hour four times each week, and one-to-one and small group tutoring during evening study hours. Within the classroom teachers identify areas in developing English language proficiency that need to be addressed and offer instructional support. The goal for the English language learner is that he/she are bilingual and bi-literate upon leaving Villanova.

Second Language Acquisition

Students at Villanova Preparatory School are required to study Spanish or Latin as a second language of choice for at least three years, and are encouraged to pursue a fourth year. The equivalent of two years of Japanese instruction is offered as an elective class outside the regular school day. Aims of the second language instruction at Villanova Preparatory School are to provide students with opportunities to:

- Develop an appreciation of the culture and history of the countries in which the language is spoken
- Develop skills such as listening and reading comprehension,
- Develop written and conversational proficiency in the language of choice
- Practice grammar and vocabulary within a cultural framework that promotes awareness and respect of the language's countries, customs, and culture.

Students are encouraged to communicate with each other in their second language of choice. Teachers use the target language during instruction to varying degrees, dependent upon the challenge level of the course.

IB Language Offerings at Villanova Preparatory School

Diploma Programme students must take one subject from Group 1 and one subject from Group 2. Choice of language level in the Group 2 subject depends upon the student's level of proficiency and literacy in the second language of choice, personal preference, and their individual program of study.

Group 1

Higher Level Language A: Literature is the only Group 1 subject offered to students as a general course at Villanova Preparatory School. Students may register for this course to satisfy the Diploma Programme requirements or as a Diploma Course student. Students whose mother tongue is a language other than English may opt to take a second Language A course as a "School Supported Self Taught" subject.

Group 2

Villanova Preparatory School offers Spanish B at Higher and Standard Levels. Villanova Preparatory School will continue review its language offerings and consider adding additional courses and Language ab initio to accommodate the evolving school community.

Mother Tongue Support

Villanova Preparatory School recognizes the importance of retaining and developing each student's mother tongue as well as English. As a school community Villanova acknowledges the richness of multilingualism and encourages students to retain and develop their native language as well as English. In view of the multiple languages spoken by Villanova students, the school acknowledges that instruction in each of these native languages is not possible, however the school seeks to support students and their families in mother-tongue maintenance by acknowledging the richness of their home language and connecting students with faculty members who have an understanding of the student's native language and culture.

Credits:

Bishop Amat High School

IB Learner Profile

Language Policy